

Abington Vale PlaySchool

10 Bridgewater Drive, Bridgewater Drive, Northampton, Northants, NN3 3AF



Inspection date

21 April 2016

Previous inspection date

6 October 2015

	This inspection:	Good	2
The quality and standards of the early years provision			
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team has worked very hard to develop the provision and practice since their last inspection. Through their improved evaluation process, their detailed plans and the support of local advisers, they are leading staff to effectively improve and maintain good quality practice.
- Staff are considerate, friendly and approachable. Children are happy, demonstrate that they feel safe and secure and seek reassurance from staff when they are upset. They are confident to explore and play, and enjoy their time at the playschool.
- Staff are enthusiastic and support learning and development by following children's interests. They use thorough observations of children to identify the next steps in their learning and plan effectively to enable children to make good progress.
- There are strong partnerships with parents and other professionals to ensure children get the support they need. Staff share comprehensive information regularly with parents regarding children's care, learning and developmental progress.
- Children benefit from the close liaison between the playschool and the neighbouring school. They become familiar with school routines and school staff during visits. They are being appropriately prepared for their move on to school.

It is not yet outstanding because:

- Arrangements for performance management have not been fully explored so that high-quality teaching practice is shared more swiftly.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- explore further ways to strengthen the performance management of staff, in order to identify and share high-quality teaching practice.

Inspection activities

- The inspector observed activities in the main playroom, the outside learning environment and conducted a joint observation with the manager.
- The inspector held a meeting with the manager and deputy manager of the provision and a representative from the committee. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents spoken to on the day and by reading a number of comments on questionnaires given to the manager.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff are vigilant about children's safety and they understand the procedures to follow if they are concerned about a child's welfare. Vetting procedures for staff and committee members are thorough. Management and staff are updating and improving their knowledge through relevant training. Effective systems for recruiting new staff are in place and management undertake regular supervisions and assessments of staff performance. Analysis of groups and individual children's progress are scrutinised to identify any gaps in learning and the effectiveness of practice. Parents are very positive about the quality of care and education that their children receive.

Quality of teaching, learning and assessment is good

Staff are deployed effectively so that they are close at hand to offer children support and extend their learning. Children actively explore and experiment, following their interests and developing their skills. They cooperate well as they mix together different materials in a large bucket. They say that they are, 'Mixing cement' and they show very good knowledge of the world as they place some of the mixture on the end of blocks of wood and press them together. Staff enhance children's construction exploration further as they introduce additional resources. Children concentrate intensely as they use a real hammer and nails. Staff are close by to offer reassurance and assistance. They encourage children to discuss safety arrangements. Children show they understand about managing risk and explain that they must wear a safety hat and mind their fingers. They persist when they encounter difficulties and show very positive attitudes and dispositions.

Personal development, behaviour and welfare are good

Staff are calm and caring and they act as positive role models. They effectively use distraction, discussion and negotiation to help children to manage their own behaviour and build relationships with each other. This includes children whose needs require particularly perceptive intervention and additional support. Children's independence is promoted well. They enjoy having the responsibility of helping themselves to their snack, pouring their own drinks and clearing away their things when they have finished. Children's health and well-being are promoted well as they benefit from spending time outdoors. The extensive and varied spaces are used every day so that children can take their learning outside, such as bug hunting. They act out imaginative play scenarios with their friends in the role play houses and on the pirate ship. They explore rolling balls down the slope and develop their physical skills on the wide variety of climbing equipment.

Outcomes for children are good

All children are making good progress in their learning and any gaps in children's development are closing consistently. This includes children who have special educational needs or disability and children who speak English as an additional language. Children have built suitable relationships with their peers and the staff. They are able to communicate their needs and are becoming confident individuals. They listen attentively and concentrate very well on things that interest them. They are acquiring the necessary skills in readiness for the next stage of their learning and their move on to school.

Setting details

Unique reference number	220115
Local authority	Northamptonshire
Inspection number	1030376
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	54
Name of provider	Abington Vale Playgroup Committee
Date of previous inspection	6 October 2015
Telephone number	01604 603345

Abington Vale PlaySchool was registered in 1992. The playschool employs six members of childcare staff. All members of staff hold appropriate early years qualifications at level 2 or 3. The playschool opens from Monday to Friday, during school term time only, from 9am until 3.30pm. It provides funded early education for three- and four-year-old children. The playschool supports children who have special educational needs or disability and children who speak English as an additional language.

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